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RESEARCH NEEDED IN FLORIDA BUSINESS EDUCATION.

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A RESEARCH COMMITTEE COMPOSED OF BUSINESS AND VOCATIONAL EDUCATORS IN FLORIDA DEVELOPED A 33-ITEM QUESTIONNAIRE TO IDENTIFY NEEDED RESEARCH IN BUSINESS EDUCATION FROM INFORMATION DERIVED FROM PERSONAL INTERVIEWS WITH TEACHERS, SUPERVISORS, ADMINISTRATORS, AND BUSINESS TEACHER-EDUCATION PERSONNEL. BUSINESS TEACHERS AND ADMINISTRATORS COMPLETED 243 QUESTIONNAIRES. DATA WERE ANALYZED BY CATEGORIES RELATING TO THE PROFESSIONAL CHARACTERISTICS OF THE RESPONDENTS, SUCH AS POSITION, YEARS OF OCCUPATIONAL EXPERIENCE IN OFFICES, GRADE LEVELS, AND SUBJECTS TAUGHT. THE FOLLOWING ITEMS ARE RANKED IN THE ORDER OF IMPORTANCE ASSIGNED BY THE TOTAL GROUP OF RESPONDENTS--(1) WHAT SKILLS, KNOWLEDGES, AND UNDERSTANDINGS SHOULD BUSINESS AND OFFICE EMPLOYEES POSSESS, (2) HOW CAN BUSINESS TEACHERS BE ASSISTED IN BECOMING AWARE OF NEW AND INNOVATIVE INSTRUCTIONAL MATERIALS AND DEVELOPING COMPETENCE IN USING THESE MATERIALS, (3) WHAT OVER-ALL GOALS SHOULD CHARACTERIZE BUSINESS AND OFFICE EDUCATION AT VARIOUS EDUCATIONAL AND MATURITY LEVELS SUCH AS JUNIOR HIGH SCHOOL, SENIOR HIGH SCHOOL, JUNIOR COLLEGE, AND ADULT PROGRAMS, (4) WHAT EDUCATIONAL PROGRAMS ARE APPROPRIATE TO REALIZE THE GOALS NOTED IN THE PRECEDING ITEM, AND (5) WHAT DEVICES, TECHNIQUES, AND METHODS CAN BE USED EFFECTIVELY TO ASSIST BUSINESS TEACHERS IN STAYING CURRENT IN KNOWLEDGES AND UNDERSTANDINGS PERTINENT TO THE WORLD OF WORK AND IN EDUCATIONAL PRACTICES. THE QUESTIONNAIRE IS INCLUDED. (PS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RESEARCH NEEDED IN FLORIDA

BUSINESS EDUCATION

March, 1967

This study was conducted by a committee of representatives from: the Vocational, Technical, and Adult Education Division of the Florida State Department of Education; the University of Florida, Florida State University, University of South Florida, and Florida Atlantic University. Data for the study were collected during the period January—June, 1966. The Research report was written by James W. Crews, University of Florida, Gainesville.

VT002241

Introduction

Business teachers and school administrators in Florida are near unanimous agreement as to the most important question facing the field of business education today. This, they believe, is the need to identify more definitely the skills, knowledges, and understandings which individuals should possess to perform adequately the various occupational activities of business and office employees.

Statement of the Problem and Procedures Used

In January, 1966 a research committee was established in Florida and charged with the responsibility of identifying research needs in business education for the state. This committee was comprised of representatives from Florida Atlantic University, Florida State University, University of Florida, and the University of South Florida. In addition there were representatives on the committee from the business and distributive education section of the Vocational, Technical, and Adult Education Division of the State Department of Education. The research coordinating unit of the Vocational, Technical, and Adult Education Division was also represented on the committee.

The committee met several times beginning in January, 1966 and finally had completed collection of data about June 30. The data collected were obtained with the use of a questionnaire as the data collection

instrument. This questionnaire (See Appendix A) was developed after members of the research committee had conducted personal interviews with teachers, supervisors, administrators, and business teacher-education personnel. In these interviews an attempt was made to draw from the interviewees their ideas as to the questions in Florida business education which needed answers. Whether a question seemed amenable to research did not alter the decision to include it in the process used to build the questionnaire.

The items to be included on the questionnaire were discussed by the committee in at least two separate work sessions. Then, a final draft of this questionnaire was duplicated and mailed to business education department chairmen in junior and senior high schools and junior colleges. In addition selected supervisors on the county level who were in positions of responsibility in business education were mailed questionnaires. Finally, all directors of vocational education on the county level were asked to complete copies of the questionnaire. Department heads were requested to distribute the questionnaires to their teachers and ask that they be filled out. All questionnaires were to be mailed to the chairman of the research committee, Dr. James W. Crews, University of Florida.

A total of 243 questionnaires were filled out and returned. These responses have been tabulated and are analyzed in the presentation which follows.

Analysis of Data

The questionnaire not only requested that value judgments be made regarding the importance of some 33 items or questions, but certain

professional data relative to the respondent were requested. These professional data included position, years of occupational experience in offices and in schools, grade levels, and subjects taught. The data will be analyzed primarily by category relating to the professional data. Throughout this analysis an attempt is made to compare and contrast the responses of various groups of respondents. (A copy of the questionnaire is shown as Appendix A.)

Perhaps the most interesting and revealing analysis of the data from the questionnaires is shown in the following listing which indicates the relative position of each of the 33 items on the questionnaire as viewed by all respondents as a whole. That listing is as follows:

Item	Rank Order of Importance
What skills, knowledges, and understandings should an individual possess in order to perform adequately the various occupational activities of business and office employees?	1.0
How can business teachers be assisted in becoming aware of new and innovative instructional materials and developing competence in using these materials?	2.0
Based on the findings or answers to items 1 through 6 (occupational information) what over-all goals should characterize business and office education at various educational and maturity levels such as junior high school, senior high school, junior college, and adult programs?	3.0
What educational programs are appropriate to realize the goals noted in item ranked No. 3?	4.5
What devices, techniques, and methods can be used effectively to assist business teachers in staying current in knowledges and understandings pertinent to the world of work and in educational practices?	4.5

Item	Rank Order of Importance
What are the present and anticipated demands for manpower to provide for replacement and new positions in business and office employment?	6.0
How can business educators and business men communicate most effectively with each other on mutual problems?	7.0
What are the relationships between personal characteristics of business and office employees and their efficiency on the job?	8.5
What role should business teachers play in counseling students who desire information about business courses and careers in business?	8.5
How can instruction in business and office education subjects be organized to promote growth at a rate appropriate to the individual's ability?	10.0
What occupational activities are performed by business and office employees?	11.0
How can effective articulation be accomplished among the junior high school, senior high school, vocational school, junior college, and senior college business education programs?	12.0
What preparation in general education, professional education, and business education comprises an adequate preparation for the first teaching position in business and office education?	13.0
What is the relationship between formal educational background of business and office employees and their efficiency on the job?	14.0
What criteria (educational background, academic ability, achievement, etc.) should be used to select students for business and office education classes?	15.0
To what extent does the use of special instructional equipment affect learning?	16.0
What is the effectiveness of the traditional programs as compared with the co-operative and block scheduling programs in business and office education for performance of occupational activities?	17.0

Item	Rank Order of Importance
What are the bases for evaluating an individual's progress in business and office education at different instructional levels?	18.0
What factors should be considered in the selection of individual types of instructional equipment?	19.0
What is the effectiveness of business and office education teachers with office experience as compared with those business and office education teachers without office experience?	20.0
How can business employers assist business and office education programs at different instructional levels?	21.0
What factors should be considered in determining appropriate layouts for business programs?	22.0
What constitutes an adequate reference library for business and office education teachers in an individual school or county?	23.0
What factors influence students toward and from business subjects?	24.0
What is the most effective organization for administering business education programs at all levels and for all groups?	25.5
What proportion of students who drop out of school at all levels find employment in business? What are those jobs and what is the minimum business training required for those jobs?	25.5
What is the nature and amount of occupational experience desirable for business and office education teachers?	27.0
What are the bases for evaluating business and office education programs at different instructional levels?	28.0
What is the rationale or justification for instructional equipment for business programs?	29.0
What occupational activities are combined to form specific jobs for individuals?	30.0
What is the role of team teaching in business education?	31.0

Item	Rank Order of Importance
What should be the educational background and occupational experience of business teacher aides?	32.0
What should be the duties and responsibilities of business teacher aides?	33.0

Items with ranks 1-16 received an importance rating of 2.5 or higher. This rating was based on the following scale: Rating of 1 meant the item was of little or no importance; rating of 2 meant the item was of some importance; and rating of 3 meant the item was of much or great importance. Only two items, numbers 31 and 32 (See Appendix A), received an average rating of less than 2. Both these items dealt with the subject of student aides for business education classes.

Close study of the preceding listing of items by rank order shows rather clearly that when all responses to the questionnaire are included, curriculum problems and maintenance of teacher proficiency are of greatest importance.

In addition to analysis of the data on an overall response basis, a study has been made to determine variations of different categories of individual respondents from the overall response. The following listing of categories based on responses to all 33 items, indicates in order of least to most variation of the smaller individual groupings from the overall responses.

Category	Rank Order of Variation from Overall Response
Teachers only.	1
Respondents with one year of office work experience.	2
Teachers who teach bookkeeping and basic business subjects as well as office education subjects.	3
Respondents with over 10 years professional experience.	4
Respondents with one year of professional experience.	5
Respondents with 2-5 years of professional experience.	6
Respondents with over 10 years of office work experience.	7
Teachers who teach bookkeeping and basic business subjects.	8
Administrators only.	9
Respondents with 2-5 years of office work experience.	10
Respondents who are associated with the college level.	11
Teachers who teach office education subjects.	12
Respondents with 6-10 years of professional experience.	13
Respondents associated with senior high school and adult education.	14
Respondents associated with junior-senior high schools.	15
Respondents with no office work experience.	16
Respondents associated with unusual combinations of school levels such as K-12.	17
Respondents with 6-10 years of office work experience.	18

When considered as a whole, then, teachers' evaluations of importance of the items on the questionnaire would correlate much more closely with a combination of teachers and administrators than would administrators. Similarly, the evaluations by respondents with 6-10 years of office work experience would correlate least well with the overall response of teachers and administrators.

The overall analysis is very important for these data, but it is also helpful to break the responses into logical categories and compare these to determine the differences between various groups of respondents. The first arrangement of data in this way is shown in Table 1 (see page 9).

In the listing preceding Table 1, variations of different categories of respondents from the overall response indicated that administrators' responses varied considerably more from the overall responses than did the teachers' responses. This fact is borne out again in Table 1 when it is noted that for 15 items[1] out of the 33, teachers' responses and administrators' responses differed by not more than two ranks. In other words, for those 15 items the teachers and administrators showed quite close agreement on their relative importance. Conversely, the teachers and administrators differed by six ranks or more on 14 items[2] of the 33.

In general the teachers and administrators agreed on the relative importance of items on the following sections of the 33 items: occupational information; curriculum; and teacher education. Least

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[1] Item numbers 1, 3, 5, 6-10, 12, 19, 23, 29, 31-33.

[2] Item numbers 11, 13-18, 20-22, 24-26, 30.

Table 1. Rank-order Importance of Items Shown in Appendix A by Selected Groupings of Respondents According to Teacher-Administrator Classifications.

Item number	Rank Order Assigned by All Respondents (N=243)	Teachers Only (N=177)	Administrators Only (N=66)
1	6.0	6.5	5.0
2	11.0	11.0	14.5
3	30.0	29.0	30.0
4	14.0	12.0	16.5
5	8.5	9.0	8.5
6	1.0	1.0	2.0
7	3.0	4.0	4.0
8	4.5	5.0	6.0
9	10.0	9.0	10.5
10	2.0	3.0	3.0
11	29.0	30.0	23.0
12	19.0	19.5	18.5
13	22.0	25.0	16.5
14	12.0	15.0	1.0
15	7.0	6.5	12.5
16	25.5	26.5	20.5
17	18.0	16.0	24.5
18	21.0	19.5	27.5
19	28.0	28.0	26.0
20	17.0	22.0	10.5
21	16.0	17.0	12.5
22	15.0	13.0	18.5
23	8.5	9.0	8.5
24	24.0	21.0	29.0
25	25.5	26.5	20.5
26	13.0	14.0	1.0
27	20.0	18.0	22.0
28	27.0	24.0	27.5
29	31.0	31.0	31.0
30	4.5	2.0	14.5
31	33.0	33.0	32.0
32	32.0	32.0	33.0
33	23.0	23.0	24.5

agreement on relative importance as viewed by teachers and administrators appear to be in the following sections: organization and administration; evaluation; and guidance.

The perception of individuals relative to problems such as those being identified in this study is influenced by many background factors. One of these factors is likely the amount of professional experience in education. Data showing the quantity of professional experience of the respondents is shown in Table 2 (see page 11).

In an earlier listing of categories of respondents in order of their variation from the overall ranking of the items, it is clear that respondents with 6-10 years of professional experience varied more from the overall ranking than any other "professional experience" category. Internally, the five items showing least variation among the groups were 6, 22, 23, 31, 32. The five items showing the greatest variation internally within the groups were 5, 14, 18, 27, 28.

Respondents with one year professional experience considered the following as the three most important items:

What devices, techniques, and methods can be used effectively to assist business teachers in staying current in knowledges and understandings pertinent to the world of work and in educational practices?

How can business employers assist business teachers in evaluating student competency to perform occupational activities?

What preparation in general education, professional education, and business education comprises an adequate preparation for the first teaching position in business and office education?

Table 2. Rank-order Importance of Items Shown in Appendix A according to Length of Respondents' Professional Experience in Education.

Item Number	Rank Order Assigned by Respondents with Varied Years of Professional Experience			
	1 (N=15)	2-5 (N=44)	6-10 (N=54)	over 10 (N=127)
1	15.0	12.5	4.5	4.5
2	19.5	14.5	10.5	9.0
3	27.5	31.0	25.0	29.0
4	21.5	9.0	13.5	14.0
5	27.5	6.0	10.5	6.5
6	4.0	1.0	2.5	1.0
7	13.0	9.0	4.5	2.5
8	9.0	9.0	6.0	4.5
9	13.0	2.5	10.5	10.5
10	9.0	2.5	1.0	6.5
11	27.5	28.0	29.5	23.0
12	31.0	18.5	22.5	17.5
13	23.0	20.0	27.0	19.5
14	27.5	24.5	18.0	2.5
15	13.0	6.0	7.5	8.0
16	24.0	22.0	28.0	19.5
17	9.0	16.5	15.5	22.0
18	2.5	24.5	20.5	24.5
19	16.5	29.5	29.5	24.5
20	29.0	18.5	20.5	17.5
21	16.5	12.5	26.0	13.0
22	10.0	16.5	15.5	15.0
23	5.0	6.0	7.5	10.5
24	16.5	26.0	13.5	26.0
25	27.5	29.5	22.5	21.0
26	2.5	11.0	10.5	16.0
27	5.0	14.5	18.0	27.0
28	9.0	22.0	24.0	30.0
29	21.5	27.0	31.0	31.0
30	1.0	4.0	2.5	12.0
31	33.0	32.0	32.5	33.0
32	32.0	33.0	32.5	32.0
33	19.5	22.0	18.0	28.0

Similarly that same group considered the following as the three least important:

What factors should be considered in the selection of individual types of instructional equipment?

What should be the educational background and occupational experience of business teacher aides?

What should be the duties and responsibilities of business teacher aides?

Individuals with 2-5 years of professional experience considered the following as the three most important items:

What skills, knowledges, and understandings should an individual possess in order to perform adequately the various occupational activities of business and office employees?

How can instruction in business and office education subjects be organized to promote growth at a rate appropriate to the individual's ability?

How can business teachers be assisted in becoming aware of new and innovative instructional materials and developing competence in using these materials?

The three least important items as viewed by those with 2-5 years professional experience were:

What occupational activities are combined to form specific jobs for individuals?

What should be the duties and responsibilities of business teacher aides?

What should be the educational background and occupational experience of business teacher aides?

Respondents with 6-10 years of professional experience considered

the following as the three most important or urgent problems in business education:

> How can business teachers be assisted in becoming aware of new and innovative instructional materials and developing competence in using these materials?
>
> What skills, knowledges, and understandings should an individual possess in order to perform adequately the various occupational activities of business and office employees?
>
> What devices, techniques, and methods can be used effectively to assist business teachers in staying current in knowledges and understandings pertinent to the world of work and in educational practices?

Then, the three least important items as seen by respondents with 6-10 years of professional experience were:

> What is the role of team teaching in business education?
>
> What should be the duties and responsibilities of business teacher aides?
>
> What should be the educational background and occupational experience of business teacher aides?

Those with over 10 years of professional experience saw the following three items as having most importance:

> What skills, knowledges, and understandings should an individual possess in order to perform adequately the various occupational activities of business and office employees?
>
> How can effective articulation be accomplished among the junior high school, senior high school, vocational school, senior high school, voational school, junior college, and senior college business education programs?
>
> Based on the findings or answers to items 1 through 6 above, what overall goals should characterize business and

office education at various educational and maturity levels such as junior high school, senior high school, junior college, and adult programs?

Then, the following three items were considered as least important by respondents with over 10 years of professional experience:

What is the role of team teaching in business education?

What should be the educational background and occupational experience of business teacher aides?

What should be the duties and responsibilities of business teacher aides?

The effect of occupational work experience in offices on the attitudes of teachers and administrators toward professional problems has been debated many years. For this study, an attempt was made to ascertain data from each respondent so that comparisons of groups with different amounts of occupational office work experience could be made. Table 3 contains data in this area (see page 15).

Items among the five most important which were common to at least three of the five categories of respondents according to years of occupational experience in offices were:

What are the present and anticipated demands for manpower to provide for replacement and new positions in business and office employment?

Based on the findings or answers to items 1 through 6 above, what overall goals should characterize business and office education at various educational and maturity levels such as junior high school, senior high school, junior college, and adult programs?

What educational programs are appropriate to realize the goals noted in item 7 above?

Table 3. Rank-order Importance of Items Shown in Appendix A according to Respondents' Length of Occupational Experience in Offices.

Item number	Rank Order Assigned by Respondents With Varied Years of Office Experience				
	0 (N=34)	1 (N=28)	2-5 (N=90)	6-10 (N=34)	Over 10 (N=43)
1	5.5	25.5	5.0	5.5	4.0
2	11.0	3.5	15.0	8.0	20.0
3	31.0	25.5	25.5	26.5	31.0
4	18.5	9.0	15.0	17.0	10.0
5	9.5	12.0	10.5	8.0	8.5
6	9.5	1.0	1.0	1.0	4.0
7	5.5	6.5	3.5	2.0	12.0
8	5.5	6.5	6.0	3.0	4.0
9	15.0	2.0	2.0	20.5	15.5
10	1.0	5.0	3.5	10.0	2.0
11	24.5	29.0	28.0	24.5	29.0
12	20.0	21.5	17.0	17.0	26.0
[illegible]					
13	18.5	9.0	22.0	26.5	27.0
14	5.5	29.0	10.5	17.0	6.5
15	15.0	15.5	7.0	4.0	12.0
16	26.0	12.0	19.0	31.0	28.0
17	22.0	25.5	18.0	17.0	15.5
18	24.5	12.0	20.5	13.5	24.0
19	28.5	25.5	27.0	29.0	24.0
20	17.0	19.0	15.0	24.5	20.0
21	12.5	15.5	13.0	22.5	17.0
22	5.5	15.5	10.5	11.5	24.0
23	5.5	19.0	8.0	8.0	14.0
24	28.5	23.0	25.5	11.5	22.0
25	22.0	21.5	23.5	29.0	18.0
26	2.0	15.5	20.5	13.5	6.5
27	27.0	9.0	23.5	20.5	8.5
28	22.0	19.0	30.0	22.5	12.0
29	30.0	31.5	31.0	29.0	30.0
30	12.5	3.5	10.5	5.5	1.0
31	32.0	31.5	33.0	33.0	32.0
32	33.0	31.5	32.0	32.0	33.0
33	15.0	29.0	29.0	17.0	20.0

What skills, knowledges, and understandings should an individual possess in order to perform adequately the various occupational activities of business and office employees?

What devices, techniques, and methods can be used effectively to assist business teachers in staying current in knowledges and understandings pertinent to the world of work and in educational practices?

How can business teachers be assisted in becoming aware of new and innovative instructional materials and developing competence in using these materials?

A study of these data clearly indicates that most teachers and administrators see the needs to be those of looking at the world of work, translating that knowledge into goals and programs of instruction, and helping teachers accomplish these goals.

Comparison of the items considered to be in the top five for each of the categories according to quantity of work experience in offices reveals that respondents with no office work experience and those with over ten years of office work experience tended to have similar judgments. Those with one to ten years work experience in offices also tended to indicate similar judgments in this respect. Only conjecture can be used to explain these differences; inadequate evidence is available to support valid conclusions to explain the differences.

Another factor which could provide a basis for varying judgments in this study would seem to be the grade level of professional responsibility of the respondents. Table 4 sets forth the picture in a comparative manner (see page 17).

The following item was placed in one of the five top ranks by all four groups of respondents according to grade level of responsibility of the respondents:

Table 4. Rank-order Importance of Items Shown in Appendix A According to Respondents' Grade Level of Professional Responsibility.

Item Number	Rank Order Assigned by Teachers of Jr.-Sr. High (N=24)	Sr. High-Adults (N=96)	College (N=81)	Others (N=31)
1	9.0	12.0	4.0	9.0
2	6.5	11.0	12.0	23.5
3	21.0	29.0	29.0	29.5
4	23.5	14.0	9.0	16.5
5	3.5	7.5	14.0	5.0
6	1.0	1.0	1.0	2.0
7	12.0	3.0	6.5	3.0
8	9.0	9.0	5.0	5.0
9	3.5	4.0	20.0	11.0
10	6.5	2.0	6.5	1.0
11	26.0	28.0	31.0	20.5
12	21.0	14.0	24.5	20.5
13	18.0	21.0	26.0	26.0
14	12.0	24.5	2.5	7.0
15	12.0	10.0	8.0	9.0
16	28.5	20.0	28.0	20.5
17	28.5	19.0	15.0	16.5
18	18.0	14.0	27.0	26.0
19	30.0	26.0	24.5	26.0
20	26.0	17.5	23.0	5.0
21	21.0	17.5	17.0	9.0
22	15.0	7.5	21.0	16.5
23	3.5	5.0	12.0	13.0
24	15.0	27.0	17.0	28.0
25	15.0	30.5	19.0	13.0
26	9.0	16.0	10.0	13.0
27	18.0	22.5	12.0	23.5
28	23.5	22.5	22.0	29.5
29	33.0	30.5	30.0	31.0
30	3.5	6.0	2.5	16.5
31	32.0	33.0	33.0	32.0
32	31.0	32.0	32.0	33.0
33	26.0	24.5	17.0	20.5

What skills, knowledges, and understandings should an individual possess in order to perform adequately the various occupational activities of business and office employees?

Two of the four groups of respondents according to grade level of responsibility considered the following eight items to be within the top five of importance:

What skills, knowledges, and understandings should an individual possess in order to perform adequately the various occupational activities of business and office employees?

What are the relationships between personal characteristics of business and office employees and their efficiency on the job?

How can instruction in business and office education subjects be organized to promote growth at a rate appropriate to the individual's ability?

What role should business teachers play in counseling students who desire information about business courses and careers in business?

What devices, techniques, and methods can be used effectively to assist business teachers in staying current in knowledges and understandings pertinent to the world of work and in educational practices?

How can business teachers be assisted in becoming aware of new and innovative instructional materials and developing competence in using these materials?

Based on the findings or answers to items 1 through 6 above, what overall goals should characterize business and office education at various educational and maturity levels such as junior high school, senior high school, junior college, and adult programs?

What educational programs are appropriate to realize the goals noted in item 7 above?

These items were placed in the top five ranked items by combinations of any two groups, not necessarily the same two groups.

It is clear then since it took a total of eight items to make up the five top ranked by any two groups that the two groups had rather widely differing opinions as to the relative importance of the individual items.

Finally, consideration was given in the personal data section of each questionnaire to an identification of the subjects now being taught if a respondent identified herself as a teacher. The reason for requesting these data requesting subject being taught was to see to what extent those teaching office education subjects had different views than those teaching bookkeeping and basic business subjects or some combination of these two areas. Table 5 includes data from respondents based on their teaching areas in business education (see page 20).

An examination of the rank-order assigned by the three different groups of teacher respondents by teaching area indicate major concern with curriculum problems and ways to help teachers keep abreast of change in educational and business practices. Bookkeeping and basic business teachers appeared to have slightly more concern for administration and organization than the office education teachers and teachers with combinations of bookkeeping and office education subjects teaching.

The items receiving least attention by all three groups relate to business teacher aides. Business teachers apparently do not view teacher aides as an important consideration for research at this time.

Table 5. Rank-order Importance of Items Shown in Appendix A According to Teaching Area of Respondents.

Item number	Rank Order Assigned by Respondents in Office Education (N=71)	Bookkeeping Basic Business (N=52)	Combination of Both Areas (N=53)
1	8.0	6.0	11.0
2	10.5	16.0	7.0
3	26.5	29.0	28.0
4	12.0	10.5	14.0
5	10.5	18.0	4.0
6	1.0	1.0	1.0
7	4.0	8.5	4.0
8	6.5	6.0	4.0
9	3.0	21.5	9.5
10	2.0	4.0	8.0
11	21.5	26.0	30.0
12	14.0	26.0	14.0
13	16.0	31.0	16.5
14	21.5	6.0	25.5
15	9.0	3.0	9.5
16	26.5	28.0	19.5
17	17.5	12.0	25.5
18	14.0	24.0	19.5
19	29.5	21.5	29.0
20	20.0	26.0	12.0
21	19.0	21.5	22.5
22	6.5	14.0	22.5
23	14.0	8.5	4.0
24	23.0	14.0	24.0
25	31.0	23.0	16.5
26	17.5	10.5	14.0
27	24.5	14.0	19.5
28	29.5	18.0	19.5
29	28.0	30.0	31.0
30	5.0	2.0	4.0
31	33.0	33.0	32.0
32	32.0	32.0	33.0
33	24.5	18.0	27.0

Summary

As can be observed from the questionnaire (see Appendix A), the individual items or questions were categorized in eight sections. A ranking of the eight sections in order of importance was obtained by averaging the importance of the individual items for each section. This compilation is presented in Table 6.

Table 6. Rank-order importance of Sections of Items shown in Appendix A According to Selected Classifications of Respondents.

Classification of Respondents	Section 1	2	3	4	5	6	7	8
All Respondents	3.0	2.0	1.0	7.0	4.0	6.0	5.0	8.0
Teachers only	3.0	2.0	1.0	7.0	4.0	6.0	5.0	8.0
Administrators Only	4.0	1.0	2.0	6.0	3.0	6.0	6.0	8.0
One year Professional Experience	6.5	2.0	1.0	8.0	6.5	3.5	3.5	5.0
Two-five years Professional Experience	3.0	1.5	1.5	8.0	4.0	5.5	5.5	7.0
Six-ten years Professional Experience	3.0	2.0	1.0	7.5	5.0	6.0	4.0	7.5
Over ten years Professional Experience	4.0	1.0	2.0	6.0	3.0	7.0	5.0	8.0
Zero years Office Experience	4.5	2.0	1.0	6.5	3.0	6.5	4.5	8.0
One year Office Experience	3.0	1.0	2.0	5.5	5.5	5.5	5.5	8.0
Two-five years Office Experience	4.0	1.0	2.0	7.0	3.0	6.0	5.0	8.0
Six-ten years Office Experience	3.0	1.0	2.0	6.5	4.5	6.5	4.5	8.0
Over ten years Office Experience	3.5	2.0	1.0	8.0	3.5	5.5	5.5	7.0
Junior-Senior High School	4.0	1.5	1.5	6.0	5.0	7.0	3.0	8.0
Senior High School and Adults	3.0	2.0	1.0	7.0	4.0	5.5	5.5	8.0
College	5.0	2.5	2.5	1.0	4.0	7.0	6.0	8.0
Other Grade Level Combinations	6.0	2.0	1.0	4.0	3.0	6.0	6.0	8.0
Office Education	4.0	2.0	1.0	3.0	6.0	6.0	6.0	8.0
Bookkeeping-Basic Business	3.5	2.0	1.0	3.5	1.0	6.0	7.5	7.5
Combination of Office Education and Bookkeeping-Basic Business	3.0	1.0	2.0	6.0	5.0	7.0	4.0	8.0

There is an obvious danger in analyzing data by using a rank-order measurement. For example, dreadful diseases can be ranked according to several different characteristics of the disease. In spite of the ranking, all of the diseases are undesirable and are to be avoided if possible. Similarly, all whole milk which passes inspection and is sold in Florida would be fit for human consumption. In these two illustrations descriptive words of "bad" and "good" could be used but this description does not give any indication of gradations of "bad" and "good."

This is somewhat the situation in the analysis of data in this report. You will note in Appendix A that each item in the questionnaire was to be rated on a "1-2-3" scale with "1" indicating "little or no importance," "2" indicating "some importance," and "3" indicating "much or great importance." Based on ratings indicated by respondents to the questionnaire, each item was ranked in relation to the other items relative to importance. As is noted in the questionnaire, related items were grouped into sections. A total of 33 items were grouped into eight sections.

With the exception of items 29, 31, and 32, all items on the questionnaire were rated to have from "some" to "much or great" importance. Actually item 29 (team teaching) was considered as of less than "some" importance by only a small group of 24 respondents who taught in schools of junior-senior high combinations. Items 31 and 32 (business teacher aides), however, were considered by all of the respondents as a whole and by ten of the eighteen additional sub-classifications of respondents to have less than "some importance."

Since all items except numbers 31 and 32 were considered by all respondents as a whole to be of "some" to "much or great" importance, the rank-order importance of the other items becomes very significant. The listing of all items shown on pages 3 - 6 of this report shows the order of importance as evaluated by the 243 respondents to the questionnaire.

Assuming this study of needed research in Florida business education is valid, it would appear that energy and funds could be invested wisely in any of the items except numbers 31 and 32 (business teacher aides). Occupational information and curriculum development are clearly near the top of the priority listing followed very closely by efforts to help business teachers become more proficient.

APPENDIX A

Problems in Florida Business Education

Early in 1966 a committee made up of business teacher educators from four state universities and of individuals from the State Department of Education's supervisory and research staff for business education met to consider identification of problems in business education in Florida. Members of this committee have interviewed many business teachers and administrators to build a list of problems as perceived by these teachers and administrators.

Now we are requesting the aid of a larger group of business teachers and administrators. In your role as a teacher or administrator, we should appreciate your help in assessing the importance of the problems thus far identified. Also, your listing and assessing additional problems would be most helpful.

After we have the benefit of your thinking, it is the committee's intention to analyze your responses to determine a priority for action on the various problems. The committee's final report, then, will point the way toward problems which need immediate attention and subsequently, to those problems of lesser importance but which you consider significant to some extent.

Only a sampling of business teachers and administrators is being requested to mark this questionnaire. The committee is hopeful that you will consider the completion of the questionnaire to be a real service to business education and that you will co-operate. Please begin by listing some professional data about yourself:

Position in school system _____
(teacher, principal, director of vocational educ, etc.)

Years of professional experience in schools _____

Years of occupational experience in offices _____

Grades or levels now teaching or supervising _____

If a teacher, subjects now teaching _____

* * * * * *

To the left of each question on the following pages, circle the number (1, 2, or 3) which most closely indicates your evaluation of the urgency of that particular question. Use the following key:

Circle	If you believe
1	The question is of little or no importance
2	The question is of some importance
3	The question is of much or great importance

Use the "Other" part of each section to list additional questions you consider important. Give a numerical rating to those, too.

Please complete and mail this questionnaire very soon so that the results can be analyzed and work begun on the most urgent problems. Use the attached envelope for mailing. Thanks very much.

JWC/ab

James W. Crews, Associate Professor
College of Education
University of Florida
Gainesville, Florida

SECTION 1 - Occupational Information

1 2 3 1. What are the present and anticipated demands for manpower to provide for replacement and new positions in business and office employment?

1 2 3 2. What occupational activities are performed by business and office employees?

1 2 3 3. What occupational activities are combined to form specific jobs for individuals?

1 2 3 4. What is the relationship between formal educational background of business and office employees and their efficiency on the job?

1 2 3 5. What are the relationships between personal characteristics of business and office employees and their efficiency on the job?

1 2 3 Others_____

1 2 3 _____

SECTION 2 - Curriculum

1 2 3 6. What skills, knowledges, and understandings should an individual possess in order to perform adequately the various occupational activities of business and office employees?

1 2 3 7. Based on the findings or answers to items 1 through 6 above, what over-all goals should characterize business and office education at various educational and maturity levels such as junior high school, senior high school, junior college, and adult programs?

1 2 3 8. What educational programs are appropriate to realize the goals noted in item 7 above?

1 2 3 9. How can instruction in business and office education subjects be organized to promote growth at a rate appropriate to the individual's ability?

1 2 3 Others_____

_____

SECTION 3 - Instructional materials

1 2 3 10. How can business teachers be assisted in becoming aware of new and innovative instructional materials and developing competence in using these materials?

1 2 3 Others_____

_____

SECTION 4 - Instructional Space and Equipment

1 2 3 11. What is the rationale or justification for instructional equipment for business programs?

1 2 3 12. What factors should be considered in the selection of individual types of instructional equipment?

1 2 3 13. What factors should be considered in determining appropriate layouts for business programs?

1 2 3 Others_____

1 2 3 _____

SECTION 5 - Organization and Administration

1 2 3 14. How can effective articulation be accomplished among the junior high school, senior high school, vocational school, junior college, and senior college business education programs?

1 2 3 15. How can business educators and business men communicate most effectively with each other on mutual problems?

1 2 3 16. What is the most effective organization for administering business education programs at all levels and for all groups?

1 2 3 Others_____

1 2 3 _____

SECTION 6 - Evaluation

1 2 3 17. What are the bases for evaluating an individual's progress in business and office education at different instructional levels?

1 2 3 18. How can business employers assist business teachers in evaluating student competency to perform occupational activities?

1 2 3 19. What are the bases for evaluating business and office education programs at different instructional levels?

1 2 3 20. What is the effectiveness of the traditional programs as compared with the co-operative and block scheduling programs in business and office education for performance of occupational activities?

1 2 3 21. To what extent does the use of special instructional equipment affect learning?

1 2 3 Others_____

1 2 3 _____

SECTION 7 - Guidance

1 2 3 22. What criteria (educational background, academic ability, achievement, etc.) should be used to select students for business and office education classes?

1 2 3 23. What role should business teachers play in counseling students who desire information about business courses and careers in business?

1 2 3 24. What factors influence students toward and from business subjects?

1 2 3 25. What proportion of students who drop out of school at all levels find employment in business? What are those jobs and what is the minimum business training required for those jobs?

1 2 3 Others_____

1 2 3 _____

SECTION 8 - Teacher Education

1 2 3 26. What preparation in general education, professional education, and business education comprises an adequate preparation for the first teaching position in business and office education?

1 2 3 27. What is the effectiveness of business and office education teachers with office experience as compared with those business and office education teachers without office experience?

1 2 3 28. What is the nature and amount of occupational experience desirable for business and office education teachers?

1 2 3 29. What is the role of team teaching in business education?

1 2 3 30. What devices, techniques, and methods can be used effectively to assist business teachers in staying current in knowledges and understandings pertinent to the world of work and in educational practices?

1 2 3 31. What should be the duties and responsibilities of business teacher aides?

1 2 3 32. What should be the educational background and occupational experience of business teacher aides?

1 2 3 33. What constitutes an adequate reference library for business and office education teachers in an individual school or county?

1 2 3 Others_____

1 2 3 _____

Remarks_____

_____

_____